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ABSTRACT

Trends in projects to improve women's education submitted to and supported by the Fund for the Improvement of Postsecondary Education (Fund) from 1976-78 are analyzed, and comparisons with experiences by the Fund from 1973-75 are made. The majority of Fund grants remain geared to serving adult women students, enhancing the career aspirations of traditionally aged women students, developing materials on women's contributions to culture and society, and incorporating them into the curriculum. However, recent activities are more focused, more sophisticated in their change strategies, and demonstrate greater differentiation in the service provided. Similarly, the Fund has given several recent grants that follow up on earlier work toward integrating career and liberal arts education. In addition to offering more carefully delineated activities, several new grants focus on second-stage activities that build on previous work. Unfortunately, along with the increasing differentiation and specialization of women's projects there has been more fragmentation of programs. Projects and budgets for 1976-78 are listed, and descriptions of some current projects are presented. Current projects focus on educational and career opportunities for working women and working class women, educational television directed to women at home, campus-based programs for reentry women, development of a women's studies program for 12 colleges, development of a curriculum on women's literature concerning the pioneer days, and development of projects to help women enter male-dominated fields. (SW)

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U.S. Department of Health, Education, and Welfare
Education Division

The Fund for the Improvement of Postsecondary Education

Reports from the Fund Projects/ Women II 1976-1978

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U.S. Department of Health, Education, and Welfare
Education Division

The Fund for the Improvement of Postsecondary Education

Reports from the Fund Projects/ Women II 1976-1978

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Foreword

The Fund for the Improvement of Postsecondary Education was established in 1972 "to improve postsecondary education." This mission is executed primarily through awarding grants to colleges, universities, and other institutions and agencies to carry out a variety of reforms and improvement activities. The Fund's guidelines describe general problem areas common to wide segments of postsecondary education. Applicants compete for limited resources distributed in modest grants which typically do not exceed two years duration. Proposals are evaluated for significance of the problem addressed and the appropriateness of the proposed solution. In this way the Fund seeks to be responsive to the diversity of institutional initiatives. Consistent with its *seed money* capabilities, the Fund encourages cost-effective initiatives that are likely to become both self-supporting and adaptable to other locations and situations.

The demonstrated successes of many of these projects deserve to be known by a wide audience. Public and private policy-makers, administrators, faculty members, and all concerned with improved educational practice, should have access to these findings. The need for a better understanding of the total array of educational possibilities is especially pressing. The post-secondary student population is changing in size, age, and needs, while public and private financial resources to meet those needs are increasingly constrained. The Fund accepts as basic to its mission a responsibility to communicate and share, as widely as possible, its own understanding of successful educational improvements. In order to share this information, the Fund has initiated two series of reports which will communicate the outcomes of its programs.

REPORTS FROM THE FUND, like the one that follows, written by Fund staff, describe groups of projects with a common theme or which address a common problem. The projects are examined, and comparisons are made in order to draw some general lessons from their experiences. These lessons will, we hope, have broad applications in postsecondary education.

REPORTS FROM THE FIELD, are derived from reports submitted to the Fund by its grantees. In these documents, individual project directors describe features of their projects which may have significant implications for wider use.

Titles and copies of both series of reports may be obtained from:

The Fund for the Improvement of Postsecondary Education
400 Maryland Avenue, S.W.
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We, at the Fund, hope that these reports will be useful to those engaged in the task of providing effective postsecondary educational opportunities for all.

Charles I. Bunting
Acting Director

Preface

The Fund for the Improvement of Postsecondary Education was established in 1972. Since then, its principal strategy for bringing about improved practice and policy has remained quite consistent: *seed money* support for practical ideas for reform and improvement. In order to insure that these projects genuinely spring from their local settings rather than from Federal guidelines, the Fund has remained a non-categorical program—challenging the postsecondary field with broadly-defined issues and concerns, but avoiding narrow or predetermined funding categories for formulas.

Because the Fund does not make its decisions by category, institutional type, or client group, it is particularly important to undertake later analyses of project experiences and outcomes, examining a diverse range of projects which in fact have common themes or concerns. The series *Reports from the Fund* represent one effort to present the results of such analysis to the field.

The first report in this series, *Projects/Women*, was published in 1977. It analyzed the trends in projects submitted to and supported by the Fund from 1973 through 1975. The report that follows covers the years 1976-1978 and includes some comparisons with our experiences in the earlier period. The earlier edition was widely read (reprinted three times and still on sale at the U.S. Government Printing Office); we hope this second analysis will be equally useful.

Introduction

Beyond the realm of the Fund's work, conditions in the field of postsecondary education for women have changed. For the first time, women account for more than half of the students enrolled in colleges and universities, and they are demanding an education which responds to their specific needs. Younger and older women students have appropriately questioned whether the traditional liberal arts degree or teaching credential is a sufficient education for satisfying employment in a technologically oriented society. And, given the lingering discrimination in certain occupations, and armed with only the vestiges of inadequate, obsolete elementary and secondary education, women may feel the need of a degree which, in part, compensates for past deficiencies by equipping them with qualifications to compete for jobs in certain sectors of the labor force that remain male enclaves.

Since 1975 more funding for women's education has become available within the Federal government. Within the Office of Education, programs funding community and vocational education have stepped up their support for women's projects. And, the Women's Educational Equity Act (WEEA), provides $10 million for the express purpose of providing support for women's educational equity at all levels of schooling, not just postsecondary education.

Given this increased activity, one might have expected to see a drop in the level of support for women's programs at the Fund. Quite the opposite. As Fund staffers gathered the information for this report, they were delighted to discover the degree to which the Fund has increased its support for women's projects. The Fund awarded 16 grants in 1973-75 totaling $2.3 million. For the following 3 years, 1976-78, the Fund made 28 grants totaling $3.8 million—a 65 percent increase in total spending for women's projects. Meanwhile, the Fund's appropriation increased by only 25 percent.

A number of factors account for this dramatic increase. The word is out that the Fund is interested in women's education, so more proposals were submitted. However, the increase in the number of proposals did not begin to proportionately equal the increase in funding, reflecting improvement in the overall quality of the 1976-78 proposals. They were more thoughtfully conceived and targeted toward the Fund's stated concern for learner-centered change.

Although women students represent one catalyst for change and improvement, they are not the only ones. Academic feminists are creating a virtual revolution in the ways they conceive and transmit the curriculum. Courses on women's studies and discipline-based reexaminations of the roles of women in society have given new life and fresh perspective to teaching and scholarship. Beyond the campus, community-based and working women are making new demands on, and thus finding new links with, postsecondary education.

During 1976-78, some of the most creative energy for the reform and improvement of postsecondary education seems to have some from women administrators, faculty, and community organizers. Many of their ideas built on earlier Fund projects and fortunately, the Fund was able to help these women launch their activities.

Math anxiety is one such area in which the Fund has played a significant role. In 1974, the Fund awarded a grant to Wesleyan University in Middletown, Conn., to establish a "Math Anxiety Clinic." The proposal, written by Sheila Tobias, a historian and then associate provost had the support of the mathematics department. The clinic helped Wesleyan improve its curriculum and student services. It also increased the number of women and minorities taking mathematics and science related courses. But the project's impact at Wesleyan was nothing compared to its influence on educators beyond Middletown. News of the clinic spread quickly and overnight the Fund saw a dramatic increase in the number of proposals which addressed the problem of the underrepresentation of women and minorities in math. The majority of these requested funds to establish math clinics on their own campuses. These projects did not receive grants unless the authors demonstrated that they would likely improve upon existing practice (i.e., the Wesleyan concept) or adapt on-going programs to meet the needs of different student clienteles. The strongest proposals not only tackled math anxiety at the collegiate level, but also addressed problems at earlier stages in women's education as well as later on when women seek employment in male-dominated fields.

Projects/Women—the predecessor of this report—noted a number of problem areas that had not been addressed, such as leadership development and the relationship of affirmative action to tenure. Happily, the Fund received more proposals that focused on increasing the number of women in management and enhancing the mobility of women in academic administration. One measure of the Fund's own response to enhancing women's career mobility is the grant award process itself. Nearly one-third of all Fund project directors are women. In addition to projects specifically geared to women, they are applying their attention to a broad array of improvement concerns—including awarding credit for experience-based learning, program evaluation, creating cluster colleges, bringing education to the worksite, and making museums more accessible to community groups.

Despite these evidences of improvement, a recent report noted that more charges of sex discrimination are filed against postsecondary institutions than against any other enterprise in America. Leadership and management positions are still filled primarily by men; and the problem of declining numbers of women on the faculty remains unaddressed by Fund applicants.

In 1976, the Fund published its first report entitled, *Projects/Women.* This brief paper described 16 different grants awarded to improve women's education during the Fund's initial 3 years. This report is divided into three sections: a brief overview of the types of proposals received; descriptions of selected projects funded; and observations regarding the patterns of support from 1973-78 and projections for future improvement areas.

Proposals Received

As in the first 3 years, proposals received by the Fund in 1976-78 addressed to the needs of adult women constituted the single largest category of grant applications. These proposals emphasized education services to help women make transitions from home to career, job to campus, economic dependency to independence. The best submissions offered some specific form of service: assessment of life experience, career explorations, educational advisement, information and referral.

Older women students pose a particular threat to long-standing assumptions about the higher education experience. The 4-year residential lock-step no longer suffices as the normal route for millions of postsecondary learners. The reality of holding a job, combined with childbearing and childraising requires colleges to find ways of becoming more flexible if they wish to attract, enroll, and retain adult women learners. Thus, many of the most compelling and boldest proposals for educational change focus on their needs.

Unfortunately, many proposals from colleges and universities often appeared to be nothing more than thinly-disguised recruitment efforts. They lacked strong community ties and a sense of local employment needs and opportunities. These proposals rarely incorporated internships or a curriculum which met both the employers' and employees' needs. A telling problem with weak proposals was the assumption that the regular academic program—existing courses, majors, and on-campus requirements would suffice for older women. On the other hand, thoroughly individualized approaches, for example, a curriculum which seemed tailor-made to a specific woman's current aspirations seemed equally problematic. Few students who have been away from academic life for some time can handle an excess of independent study or even want to. In many respects, the strongest proposals attempted to integrate a number of learning strategies—independent and group study; classroom learning and interships; liberal education and job training.

The important difference between more recent proposals and earlier ones concerns levels of institutional support. Although many applicants still requested funds to start a women's center or program, many more sought "bail-out" monies—operational funds to maintain established projects. This phenomenon was widespread, especially among campus-based programs. Risk capital is getting scarce, but equally troubling is the fact that worthy programs are being threatened with budget cuts. The Fund is increasingly being perceived as a last resort for new programs which deserve campus support but cannot get it. In this era of fiscal retrenchment, the "last hired, first fired" syndrome is often discernible in these quarters.

Proposals from non-collegiate sectors such as community and working women's organizations or labor unions tend to be at earlier stages of development. These groups are looking for seed money to get fresh programs off the ground. Ultimately,

however, they must deal with the problem of maintaining the activities after the Fund support has ended. Since the educational aspect of the project is often not directly related to the organization's purpose (but perhaps an extension of it), the applicant has an especially difficult time demonstrating institutional commitment and prospects for survival. Nevertheless, during 1976-78 as in 1973-75, proposals from non-educational institutions appeared to be highly competitive and frequently in the best position to bridge gaps between women, education and the labor force.

In addition to proposals dealing with the problems of adult women and "math anxiety," the Fund continued to receive proposals which focused on the study of women per se. Several proposals asked for funds to establish women's studies programs or to help individual faculty members revamp a particular course to include the roles and contributions of women. A few proposed to use the media as a way of insuring broad impact; others wanted to integrate women's studies and career education for traditionally-aged students (18-22). Still others sought support to develop curriculums which reflected the life experiences of their students such as the role of women in the labor movement or family history. These proposals reflected a sensitivity towards designing a course of study geared to meet specific learner needs. Merely adding a few female names into a history survey class was not a sufficient reexamination of the curriculum to warrant a Fund grant.

Proposals Funded

Although projects for adult women workers still constitute the largest category of grantee, the newer awards reflect shifts in emphasis and activities. More support has gone to non-collegiate groups such as the Lutheran Social Mission Society in Philadelphia and the National Congress of Neighborhood Women in New York City. One of the most interesting national efforts to tackle the educational needs of working women is the National Commission on Working Women in Washington, D.C. with regional programs in six cities.

Working and Working Class Women: Women who must work have always felt isolated from the world of higher education. Not only are they women, but their style and their pocketbooks do not allow them to gain easy entry into the continuing education programs which proliferate everywhere. Their lives are rooted in their families and in their need to earn money; their confidence has been eroded by years away from school, and they are alienated by what is typically offered at most campuses. And yet, at the same time, the need for increased knowledge and skills for survival in the complex modern world has become more pressing, and they have begun to seek help.

In 1976-78, the Fund received a number of imaginative proposals from community-based groups attempting to bridge the two worlds in order to provide educational opportunities for these women.

Both the Lutheran Social Mission Society and the National Congress of Neighborhood Women established college programs in working class neighborhoods which use the neighborhood and its ethnic background as a basis for the curriculum. Both programs are tied to higher education institutions which award academic credit. Courses are conducted in familiar sites in the communities and are designed to increase the women's leadership skills, and to improve their academic and basic knowledge.

Brooklyn College (N.Y.), is attempting to serve the same clientele by offering courses in the communities and at the college on Saturdays. This program is co-sponsored by the Women's Center and the Women's Studies Program. In order to reach the working class women, courses meet in six community sites. For example, English as a second language is taught to Hispanic women in Williamsburg and Russian immigrants in Brighton Beach. The most distinctive aspect of the project's academic component is a 12-week, free, non-credit course which provides basic skills instruction so that students can successfully matriculate into Brooklyn College.

The majority of working women in these programs' target groups work at traditional female jobs, usually in the clerical categories which cover one-third of all working women. Most are not aware of the educational and career opportunities that exist for them, so that the barriers to occupational mobility for women clerical workers are both external and internal, the inadequacy of occupational and career counseling services persists as a root cause for the disproportionate numbers of women in low-paying, low-status jobs.

In response to this need to inform working women about career and educational options, the

National Manpower Institute's Center for Women and Work collaborates with six working women's organizations to develop the latter's career counseling capacities. Staff persons within the organizations are being trained to conduct the counseling sessions as well as series of seminars designed to give the women better understanding of the industries which employ them. The Fund's project at Women's Enterprises of Boston is also concerned with giving low-income women information about more lucrative fields. Many of these women wish to move into technical occupations but lack the necessary information, counseling, and education to make the switch. Women's Enterprises recruits participants through the media and counsels them into pertinent education programs in schools or directly into training provided by industry. Approaches include expanded evening programs, industry-school partnerships, and flex-time schedules.

Women at Home: Two recent grants that focus on the educational needs of adult women employ media and advanced technology to reach them in their homes. Red Cloud Productions, a Boston-based company run by women, is producing a series of five television videotapes on life management skills. Each program touches on a different aspect of planning for and coping with change. Led by a moderator, a group of women discuss their life experiences and how they have faced and successfully managed transitions. These conversations are taped and at the end of the 2-year grant period the series, tentatively entitled "How to be Effective," will be broadcast over public television and marketed to educational film distributors.

WYES, public television in New Orleans, is providing information to women wishing to reenter the educational system via telecast. The station has designed monthly segments of a series of live 60-minute counseling and information programs dealing with such questions as the locations and curricular offerings of postsecondary education institutions, financial implications of returning to school, and necessary family adjustments like child care. Telephone lines are open at WYES studios to enable direct conversations between viewers and in-studio guests; in addition, Spanish-speaking viewers are able to hear a simultaneous translation of the program by tuning to Tulane University's radio station.

Each of these media grants offers services to women who have not yet decided to enroll in an academic program. In fact, both are reaching beyond the typical continuing education student. These efforts are directed especially to women haunted by self doubt and concerned about their future. They are not at the stage of walking into a campus continuing education office or even knowing what they should expect once they get there. The "distanced" nature of these counseling and role modeling projects may make it easier for many bewildered women to cope more effectively with change and seek support from educational institutions in the process.

Campus-Based Programs for Women in Transition: During 1976-78, the Fund supported a variety of campus-based women's programs. Some focus on helping women through the difficult transitional stage between home and the college environment, (once they have decided to enroll). Others are new academic programs designed to respond to the needs of adult women eager to enter the workforce as quickly as possible and complete their BA degrees. One project conducted at Mary Baldwin College, a women'sliberal arts institution in Virginia, is adapting the Empire State (N.Y.) model of an individualized adult degree to women seeking education in the region. Loretto Heights College in Denver is adapting the University Without Walls (UWW) model, specifically tailored to older women. Fund staff believe that the learning process for adults is often related to learning about oneself, one's society, and the values through which self and society are related. Hence, the aforementioned projects offer transition activities which focus on such issues while inculcating basic academic knowledge and skills.

Five Fund-supported projects provide some combination of information, career planning, counseling, tutoring, and advocacy for women returning to school. They are Vincennes University, a community college in Indiana; Syracuse University's Regional Learning Service in upstate New York; a collaboration among the Cooperating Raleigh Colleges in North Carolina; State University of New York, College at New Paltz; and Incarnate Word College, a Catholic institution in San Antonio, Texas.

At first glance, one might wonder why the Fund supported these projects over other proposals submitted by colleges and universities. First, each identified the needs of the local population. Incarnate Word is a bilingual effort geared especially to Spanish-speaking women. New Paltz is particularly

concerned with rural women who could benefit from an individualized program but do not know how to set it up. The Vincennes Program for Adult Student Success, appropriately dubbed PASS, works exclusively with welfare mothers.

Another feature which sets several of these grants apart is the collaborative nature of the project. The Regional Learning Service at Syracuse, an early Fund grantee (see *Projects/Women*) is extending its services by working with a local community college. The Cooperating Raleigh Colleges project uses the facilities of the 15-site Wake County public library system to house an information and counseling office. Both the Mary Baldwin and Loretto Heights projects are adapting features of existing independent degree programs and are employing the technical assistance of persons involved in the Empire State and University Without Walls networks. These grants appear to make extensive use of existing resources (one of the Fund's eight highlighted problem areas) beyond their campus.

Three campus-based grants focus particularly on work and internship opportunities for women. Northeastern University in Boston, Mass., implemented its Career Competence Portfolio Project, begun with Fund support in 1978. With the help of 10 employers in the Boston area, the university and representatives from business organized a curriculum which prepares women to qualify for vacant positions. By eliminating traditional job descriptions which tended to screen out candidates with non-traditional job backgrounds, the Northeastern effort assisted women in getting an education and a job as well. At nearby Middlesex Community College, located in a suburb of Boston, a Fund-supported project focused in on job training and job referral—two critical needs of women reentering the world of work. The college assists students to sign up for appropriate technical courses and then helps them to find jobs. A 2-year project at the University of Kentucky in Lexington also emphasizes work-related education for returning women. Internships relating to the career goals of women have been developed, largely in the private sector, with financial compensation provided by the employer. This effort has been carried out by the university's Office of Experiential Education and carries academic credit for women interns as well.

In one sense, it is not surprising that several Fund grants for adult women take on the employment question. As women continue to increase in the labor force, a curriculum is needed which compensates for the failure of many adult women to foresee that eventually they would be wage earners as well as homemakers. Another Fund project at the Keller Graduate School of Management, specifically designed for younger women (18- to 20-year-olds), represents an effort to tackle the problem *before* women decide on career and life choices. The major objective of this grant is to give talented women an introduction to the world of business and graduate study through a summer internship program following the student's junior year.

Similarly, a Fund supported project at Catalyst, a national organization concerned with the expansion of career opportunities for women, deals with the difficulties young women face in career planning and with liberal arts colleges' avoidance of career-oriented education. Catalyst received funds to work with five schools to help them develop a better career planning program for their women students.

Unfortunately, the Keller and Catalyst grants were the only ones to emphasize career and work issues for traditional undergraduate women. The attention in the field is clearly on returning women, and perhaps that is how it should be, at least for the time being. But one cannot help but observe that colleges must begin early to address the career education needs of their women students. Merely beefing-up a job placement office or sponsorship of an occasional resume-writing conference will not make the problem of helping women find productive non-sex sterotyped employment go away.

Studying Women: In addition to supporting an up-date of the Seton Hall University Law School's Women and the Law color video cassette series, (see *Projects/Women*) the Fund made two new grants in the area of women's studies in the period of 1976-78. An award went to the Great Lakes Colleges Association in Ann Arbor, Mich., to establish a collaborative women's studies program for the 12 colleges of the consortium. This project was unusual because it was the first attempt to design a cooperative curriculum, avoiding duplication of courses or faculty effort. In an era of declining budgets, this approach seems particularly cost effective and is already beginning to serve as a model for other institutions.

A national effort to uncover the lost history and

literature of women was undertaken with Fund support by the Modern Language Association's (MLA) Commission on the Status of Women. This project, begun in 1976 and entitled, "Teaching Women's Literature from a Regional Perspective" was a deliberate effort to broaden general knowledge of women in pioneer life. Eight teachers in three geographic regions designed, taught, and evaluated a new course on women's studies: in the South at the University of Alabama, in the West at the University of Colorado, and in the Midwest at Case Western Reserve University in Cleveland. Working with students in research teams, these women faculty members found diaries, letters, journals, and memoirs which are filling in missing pieces of women's history. By the final year of the project, 1978-79, pertinent courses had been taught in 16 institutions and students were producing slide-tape shows and booklets for dissemination to their local communities.

While the Fund does not give monies for individual research or scholarly fellowships, projects like those approved for MLA and Seton Hall incorporate the discovery of new knowledge, with built-in mechanisms for sharing this information with a wider audience.

Breaking into Male-Dominated Fields: During 1976-78, four new projects which addressed the relationship of women to mathematics were supported by the Fund, one each at Spelman College in Atlanta, Ga., Stephens College in Columbia, Mo., the University of Michigan, and the University of Washington. Each of these efforts works with a different student population and a different intervention strategy. All add to the growing store of knowledge concerning math anxiety. Two—Spelman and Stephens—are women's colleges.

The Spelman effort is designed to increase the participation of black women students in a freshman calculus course. To do this, Spelman implemented a multientry level model focusing on pre-calculus mathematics. On the basis of test results, students enter the mathematics sequence at a point consistent with their preparation. The project is using a combination of learning techniques including individualized instruction and a computerized tutoring system. Stephens College has turned its attention to the faculty and counseling support system. The project, therefore, attempts to deal with students' math anxiety by sensitizing and training faculty advisers. The goal is to convince the adviser to encourage competent women students to take math. As evidence of the college's commitment to the project, it is being co-sponsored by the counseling and math departments.

The University of Michigan project uses educational gaming to combat math anxiety among women enrolled in continuing education. Nationally known games such as "Queries 'N Theories" and "WFF 'N Proof" as developed by Layman Allen have already been tested among minority children with learning problems. The University of Michigan project is the first attempt to see if the games can work to benefit adult women. The games are played over the telephone and serve as a unique form of remediation.

The project at the University of Washington centers on the concept of spatial visualization. It helps prospective elementary and secondary school teachers deal with their own math anxiety so that they will not pass it along to their students. As compared to the Stephens and Spelman projects, this one can best be described as a teacher-training math anxiety project.

Following up on an early Fund grant, (the Purdue Project on Women in Engineering), Georgia Institute of Technology submitted a proposal and received a small grant to study the problems women experience in engineering programs across the country. Georgia Tech had recently conducted a drive to increase women in the engineering field and wanted to share its expertise while determining what others were doing. The project directors are looking at the 30 most successful and the 30 least successful schools in terms of percentage of women enrolled and percentage of women graduates.

At Polytechnic Institute of New York, a school known for its programs in engineering, a Fund project is working to increase the number of minority women in management. Working cooperatively with New York City Community College, the project staff recruits promising Black and Hispanic women graduates from secretarial and liberal arts 2-year transfer programs and supports them for the 3-year M.S. in management degree. The project offers personal and vocational counseling, an orientation to careers in management, and courses in math and social science for students before they even set foot on the Poly campus. These efforts and support

services have helped to keep the women enrolled throughout their courses.

Finally, two recent Fund grants are beginning to deal with the problem of underrepresentation of women in academic administration. A small 1-year evaluation project at the American Council on Education's (ACE) Office of Women is helping ACE staff understand the effectiveness of their National Identification Program, funded principally by the Carnegie Foundation. This program includes national forums in which outstanding women administrators discuss current issues with higher education leaders who are in a position to recommend these women for advancement. A grant to Project HERS (The Higher Education Resources Service) at Wellesley College in Massachusetts is supporting a series of technical skills seminars for women faculty in entry to mid-level administrative positions throughout the New England area. The 100 selected participants attend five weekend seminars on such topics as fiscal management, organizational behavior, leadership skills, management information systems, and government/university relations. In this way, HERS hopes to achieve its primary goal of enlarging the pool of women qualified to exercise academic leadership in higher education.

Conclusions and Future Directions

The projects discussed in this update reflect two themes—the basic continuity of improvement concerns during 1973-78 and the increasing need to focus efforts more specifically on particular aspects of a given problem, in this case, postsecondary education in service to women. The majority of Fund grants remain geared to serving adult women students, enhancing the career aspirations of traditionally aged women students, developing materials on women's contributions to culture and society and incorporating them into the curriculum. Thus, the 1976-78 projects have much in common with the earlier ones.

However, recent activities are more focused, more sophisticated in their change strategies, and demonstrate greater differentiation in the service provided. For example, each of the math anxiety projects tackles a particular aspect of this now commonly perceived problem. The University of Washington works with prospective elementary school teachers to help them overcome their fear of numbers and Stephens is attempting to increase enrollments of women students in math and math-related fields by retraining their academic advisers. Each represents a different strategy and intervenes at a different juncture in the educational process

Similarly, the Fund has given several recent grants which follow up on earlier work toward integrating career and liberal arts education; these activities are also more focused than their predecessors. In the past, the Fund supported the establishment of a comprehensive center for career planning, now it has aided individual programs on minority women in management and business internships for liberal arts majors.

In addition to offering more carefully delineated activities, several new grants focus on "second-stage" activities which build on previous work. For example, in 1978, the Fund supported an update on the Seton Hall Women and the Law project. The legal status of women had changed markedly in the 4 years between Seton Hall's initial grant and this new revision project. Also in 1978, the Fund gave support to Georgia Tech to disseminate information on successful efforts to increase the number of women completing engineering degrees. This followed an earlier grant to Purdue which established one of the first women in engineering programs in the country. Finally, two evaluation projects funded in the 1976-78 period—FERA (Formative Evaluation Research Association in Mich.) and the University of Massachusetts in Boston—evaluated women's educational programs begun in the last decade, and shared the resulting information with program developers for women. By supporting second-stage activities, the Fund has helped broaden the impact of women's programs beyond their own campuses.

There is a troubling aspect, however, to the increasing differentiation and specialization of women's projects. Programs have become more fragmented, each guarding its own piece of turf. In the past, idealistic project directors representing coalitions of women faculty and staff tried to tackle all aspects of women's education. Now they are understandably more circumspect, and have set more realistic goals. The danger is that projects with more limited goals lose the total feminist vision. They begin to emulate the male educational models which have made arbitrary distinctions between doing and thinking, cognition and development, liberal arts education and education for work. Unfortunately, it is already happening.

Women's projects have become increasingly isolated from each other. In this process, discipline-based women faculty identify primarily as researchers, eschewing their previous commitment to teaching. Women's studies program directors view themselves as administrators, fighting institutional battles to keep courses alive. Counselors are now claiming that they are the only true activist/feminists because their efforts are directed beyond the campus to community organizing. This "balkanization" has led to a situation in which women have begun to pit themselves against each other for university support and external funding. That each of these groups needs the other has gotten lost in the rush to define goals, get funds and stimulate change.

Perhaps the time has come for feminists to bring these separate activities together again. In so doing, they would not violate the concept of different roles and functions based on an individual's expertise, but rather, create a comprehensive approach to non-sexist education. Some examples of new comprehensive efforts might include joint activities between working women's organizations and women's studies programs; curriculum reform efforts which use adult development research and literature as primary sources for program design; joint research and curriculum projects linking neighborhood women's organizations and community and 4-year colleges; faculty development programs which disseminate new research on women into course syllabi and systematic efforts to increase the number of women in fields in which they have been underrepresented.

Furthermore, the Fund recognizes that women in different regions of the country have different needs as well as perspectives to share. Thus the Fund welcomes proposals from women's groups and campus-based programs which build on existing models and adapt them to local circumstances. Frequently this will entail collaborations between women in different parts of the country.

In these and other ways, the Fund expects to maintain and, depending on the quality of the proposals submitted, exceed current levels of support for women's projects in the future.

Table 1

Fund Grants for Women's Projects
1976–1978

Projects	Grant Amounts (fiscal year)		
	1976	1977	1978
American Council on Education 1 Dupont Circle Washington, D.C. 20036		$ 10,000	
Brooklyn College Women's Center Brooklyn, NY 11210	$69,718	103,334	$ 90,000
Catalyst 14 E. 60th Street New York, NY 10022	62,974	66,253	
East Harlem Block Schools 94 East 111th Street New York, NY 10029	75,892	88,000	144,930
Formative Evaluation Research Associates 1130 Hill Street Ann Arbor, MI 48104	4,768		
Keller Graduate School of Management (CBA Institute) 10 South Riverside Plaza Chicago, IL 60606	15,675	8,774	24,690
Middlesex Community College Widening Opportunity Research Center Bedford, MA 01730	59,079	52,715	
Modern Language Association 62 Fifth Avenue New York, NY 10011	74,000	92,000	52,693
National Council of Negro Women 198 Broadway, Suite 201 New York, NY 10038	82,547	93,958	
Northeastern University 203 Churchill Hall Boston, MA 02115	75,367	113,707	56,123
Opening the Doors Wider in Nursing-Health Careers 780 American Legion Highway Roslindale, MA 02131	49,500	52,873	

Table 1 (Continued)

Projects	Grant Amounts (fiscal year)		
	1976	1977	1978
Temple University Continuing Education for Women Philadelphia, PA 19122	$ 51,146		
Wellesley College Department of Mathematics Wellesley, MA 02181	90,000	85,486	
Women's Inner-City Educational Resource Service (WINNERS) 90 Warren Street Roxbury, MA 02119	140,000	75,388	
Women's Institute of Alternative Psychotherapy Box 356 Boulder, CO 80302	62,000		
Georgia Institute of Technology School of Industrial and Systems Engineering Atlanta, GA 30332	27,500		10,567
Great Lakes Colleges Association 220 Collingwood, Suite 240 Ann Arbor, MI 48103		53,850	68,450
University of Kentucky Office of Experiential Education Lexington, KY 40506		49,600	69,595
Loretto Heights College (UWW) 3001 S. Federal Boulevard Denver, CO 80236		51,129	58,147
Mary Baldwin College Adult Degree Program Staunton, VA 24401		66,000	46,515
State University of New York-New Paltz Project Second Chance Hohmann House New Paltz, NY 12561		60,466	69,450
Vermont State Colleges Office of External Programs P.O. Box 823 Montpelier, VT 05602		108,000	

Table 1 (Continued)

Projects	Grant Amounts (fiscal year)		
	1976	1977	1978
Wellesley College (HERS) Cheever House Wellesley, MA 02181		$ 88,770	$ 71,240
University of California–Irvine Irvine, CA 92717			28,383
Center for Human Services The Learners Cooperative 5010 Wisconsin Avenue, N.W. Suite 408 Washington, D.C. 20016			116,000
Enchanted Places 504 Porter Street Taylor, TX 76574.			20,000
Greater New Orleans Educational Television Foundation (WYES) P.O. Box 24026 New Orleans, LA 70184			100,000
Incarnate Word College 4301 Broadway San Antonio, TX 78209			37,246
Lutheran Social Mission Society 1340 Frankford Avenue Philadelphia, PA 19125			49,166
University of Michigan Mental Health Research Institute Ann Arbor, MI 48109			97,000
National Congress of Neighborhood Women 11-29 Catherine Street Brooklyn, NY 11211			59,992
National Manpower Institute Center for Women and Work 1211 Connecticut Avenue, N.W. Washington, D.C. 20036			130,000
Polytechnic Institute of New York 333 Jay Street Brooklyn, NY 11201			44,980

Table 1

Projects	Grant Amounts (fiscal year)		
	1976	1977	1978
Red Cloud Productions 334 Broadway Cambridge, MA 02139			$125,707
Seton Hall University 1111 Raymond Boulevard Newark, NJ 07102			42,876
Spelman College Department of Mathematics Atlanta, GA 30314			40,000
Stephens College Columbia, MO 65215.			39,526
Vincennes University Student Counseling Center Vincennes, IN 47591			59,222
University of Washington Mathematics Education 115 Miller Hall DQ-12 Seattle, WA 98195			42,103
Women's Enterprises of Boston 739 Boylston Street Boston, MA 02116			75,550

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No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.